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ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I-funded programs for the state of Oklahoma are reviewed in this report. The project components include the following: remedial reading, speech therapy, learning disabilities, underachievers, remedial math, remedial language arts, remedial science, special education, and guidance and counseling. Standardized tests, criterion reference tests, teacher-made tests, anecdotal records, rating scales and other instruments were used to evaluate pupil performance. A tabulation of achievement gains by students at various grade levels indicated that lower grade participants made significantly greater gains than upper grade participants. A description and evaluation of programs for the neglected and delinquent children in state institutions is also contained in this report.

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ED134645

ANNUAL EVALUATION REPORT
TITLE I ESEA
1974-75

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION

LESLIE FISHER
STATE SUPERINTENDENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREPARED BY
COMPENSATORY EDUCATION, TITLE I ESEA SECTION
RAYMOND WILLINGHAM, ADMINISTRATOR
FRANK HOBBS, DEPUTY ADMINISTRATOR

UD016696

PREFACE

Regulations of Title I of the Elementary and Secondary Education Act, P.L. 89-10, require each educational agency receiving Title I funds to make an annual evaluation of activities financed by such funds. While there are generalized guides set forth by the State Department of Education, each local educational system has been encouraged and assisted with developing an evaluation design which is responsive to its needs. Emphasis is placed on the need to make evaluations contribute to improved activities designed to meet the specific needs of educationally deprived students. Hopefully, these efforts are leading to improved programs. It is evident, from many evaluation sources, that Title I is making a greater impact on educational progress in the state. All of the people involved in planning, implementation, supervising, evaluating, and every other phase are to be commended for their efforts in the continuous improvement in programs and services to children that participate in ESEA Title I.

Statistical data in this report are compiled from the annual evaluation reports submitted to the State Department of Education by each local educational agency.

Table of Contents

		Page
	Preface	ii
I.	STATE ADMINISTRATION	1
	A. Staff	2
	B. Scope of Title I	2
	C. Organizational Chart of SDE	3
	D. Instructional Coordinators and County Assignments	4
II.	OKLAHOMA ESEA TITLE I ALLOCATIONS	5
III.	FY 75 PROGRAM STATISTICS	6
IV.	EVALUATION DATA SUMMARY	7
	A. Remedial Reading	8
	B. Speech Therapy	9
	C. Learning Disabilities	10
	D. Underachievers	11
	E. Remedial Math	12
	F. Remedial Language Arts	13
	G. Remedial Science	14
	H. Special Education	15
	I. Guidance and Counseling	16
	J. Conclusions	17
V.	PARENTAL INVOLVEMENT	18
VI.	IN-SERVICE TRAINING	19
VII.	DISSEMINATION	20
	State Evaluation Form	21

I. STATE ADMINISTRATION

The primary goal of Compensatory Education (ESEA Title I) is to increase the academic achievement of eligible project participants. The goal is based on the recognition that educationally deprived children can achieve at a "normal" rate when provided comprehensive, innovation program services by a competent staff.

The State Department of Education ESEA Title I administrative staff has provided numerous services designed to assist the LEAs in meeting this goal.

During FY 75 a state-wide workshop was conducted; 152 county, bi-county, and tri-county workshops were conducted, as the need became apparent, which involved 3,734 LEA officials; and numerous small group meetings have been conducted upon the request of local administrators. Most of the meetings were dealing with project planning, delivery systems, application completion, evaluation, and revision of projects.

In addition to the workshops aforementioned, administrators state-wide indicated being visited a total of 1,555 times by an Instructional Coordinator, at which time the LEA received guidance, instruction, and assistance in some phase of Title I. Special monitoring teams or SEA representatives visited 408 LEAs. The SDE office received 1,987 calls and letters requesting information from the State Title I administration staff.

The role of State administration is becoming more of a leadership role in planning better delivery systems for the educationally deprived children and less of enforcing regulations, even though some enforcement is still necessary.

A. Staff

The FY 75 ESEA Title I staff consisted of the following classifications of personnel:

	FTE
Administrator	1
Deputy Administrator	1
Administrative Assistant	½
Coordinators	6
Auditor	1
Clerk-Typist	2½
Secretary	1
Utility Office Worker	½
Summer Help	½

B. Scope of Title I FY 75

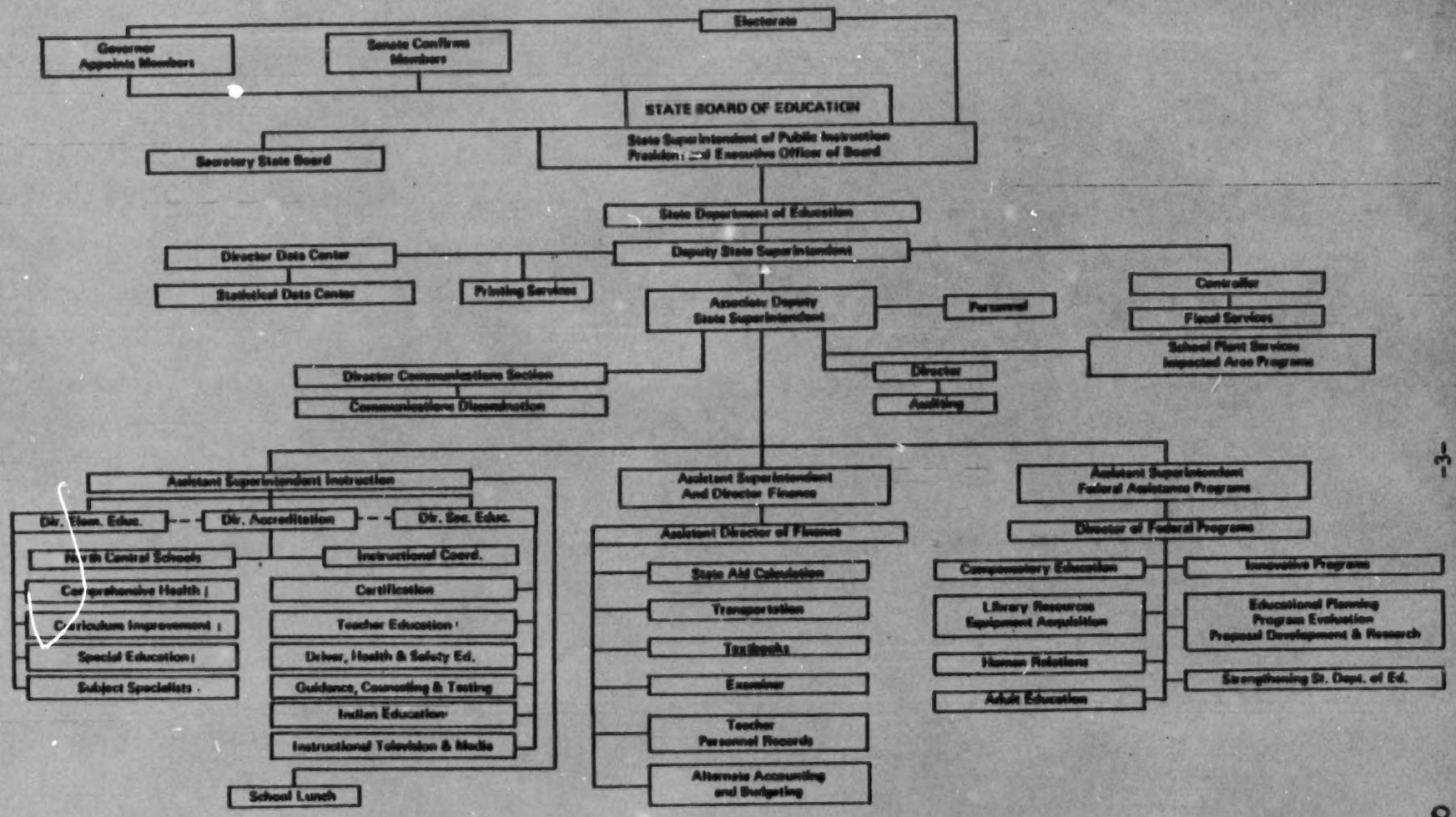
For FY 75, 625 school districts received an allocation of funds through ESEA Title I. Of those receiving an allocation, 571 Title I projects were approved. Thirty-five of the projects were cooperative projects. Title I services were utilized at 606 individual school sites during FY 75.

C. Organizational Chart

Page 3.

ORGANIZATIONAL CHART OF THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

September, 1975



D. Instructional Coordinators and County Assignments

Herman Bottom: Beckham, Custer, Greer, Harmon, Roger Mills, Washita

Grady Brewster: Carter, Cotton, Jefferson, Love, Murray, Stephens

James Broadhead: Oklahoma

Ben Chapman: LeFlore, McCurtain, Sequoyah

Jack Clifford: Creek, McIntosh, Okfuskee, Okmulgee

Luther Cooper: Atoka, Coal, Hughes, Pittsburg, Pontotoc

Hampton Crowder: Kay, Lincoln, Logan, Noble, Payne

Sherman Garrison: Blaine, Caddo, Canadian, Grady

Joe Glover: Tulsa

Ed Huey: Comanche, Jackson, Kiowa, Tillman

Victor Kehn: Alfalfa, Garfield, Grant, Kingfisher, Major, Woods

R. J. Maxwell: Beaver, Cimarron, Dewey, Ellis, Harper, Texas, Woodward

Guss Piguet: Osage, Pawnee, Rogers, Wagoner, Washington

Warren Prater: Craig, Delaware, Mayes, Nowata, Ottawa

Merrill Roberson: Cleveland, Garvin, McClain, Pottawatomie, Seminole

Robert Rolland: Adair, Cherokee, Haskell, Muskogee

Hoyt Smith: Bryan, Choctaw, Johnston, Latimer, Marshall, Pushmataha

II. OKLAHOMA ESEA TITLE I ALLOCATIONS

Fiscal Year	Part A	Part C
1966	$17,393,688	$
1967	16,819,413	
1968	17,214,771	
1969	15,837,589	
1970	17,639,029	
1971	18,199,914	255,326
1972	18,199,914	385,907
1973	18,627,388	385,038
1974	16,649,246	618,586
1975	18,586,708	227,435

III. FY 1975 PROGRAM STATISTICS

Degree to Which Evaluation Data Reveals Objective Was Met	Title I Average Per Pupil Expenditure	Number of Participants	Title I Instructional Expenditures	Number of Programs	Non-Certificated Staff	Certificated Staff	
						571	Number of Projects
		79,290	$14,791,118		765	1,916	Totals
76%	$184	32,540	6,001,904	420	280	694 1/2	Remedial Reading
73%	137	6,271	859,219	120	49 3/4	147 1/2	Remedial Math
82%	272	9,700	2,647,137	211	121 1/2	452	Special Education
83%	43	4,393	192,440	37	11	54	Speech Therapy
77%	379	2,236	849,425	71	44 2/3	112	Underachievers
66%	139	431	59,900	17	4 2/3	13 1/2	Remedial Science
76%	251	2,592	650,659	109	24	122 1/2	Learning Disabilities
71%	139	3,172	443,068	49	29	89	Language Arts
81%	25	3,105	78,197	12	1	14 1/2	Guidance and Counseling
82%	68	876	60,327	11	2 1/2	10	Fine Arts
98%	82	152	125,473	1	9	10	Early Childhood
92%	246	10,266	2,534,554	6	168 1/2	152 1/2	Learning Centers
80%	81	3,558	288,815	26	20 1/2	44	Miscellaneous

IV. EVALUATION DATA SUMMARY

Evaluation of program effectiveness was conducted and determined by numerous methods. LEA evaluators chose to use standardized tests, criterion reference tests, teacher-made tests, anecdotal records, rating scales and other instruments. Each LEA selects the method or methods which it feels is most effective for their individual program.

Examples of standardized tests used in each component are listed following the component description. A large sample has been made in all grade levels in each component to determine the approximate mean gain. We affirm that it is not completely valid since several tests' results are compared and only mean scores are used; however, we believe from our analysis of individual project components, this is a relatively true indication of progress and change occurring.

A. Remedial Reading

The most prominent educational disadvantagement of boys and girls in Oklahoma schools appears to lie in the area of reading. Each year remedial reading components are the largest components. Many other components deal in the communicative skills area and reinforce those efforts to overcome reading handicaps.

There were 420 projects with a reading component in one or more schools. Significant gains were reported in these components.

Numerous special instructional techniques designed for individualization of instruction were used. Some projects used special lab kits; some used various supplementary high-interest, low-level materials; and some used a learning center approach with multi-media techniques.

Some areas of improvement were increased interest in reading, more acceptable homework, better understanding of written materials, speed of reading increased, better comprehension and vocabulary.

The amount of gain shown by standardized tests does not necessarily reflect all the results of the component. Evaluation by teachers and teacher-oriented tests show marked improvement in educational achievements, as well as emotional changes.

Reading tests used: Houghton Mifflin, Peabody, Durrell, Gray, Wide Range Achievement Test, Matropoliton Achievement, Nelson, Iowa Test, California Achievement Test, Gates-MacGinitie, Stanford, Slosson

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
6,754	8,367	6,463	3,196	1,436	618	290	137

9659

No. Tested K-12 = 27,261

B. Speech Therapy

There were a total of 57 projects which included speech therapy as a component. Most of these were established either on a part-time basis or as a cooperative program.

Some objectives of this component were to correct the child's speech and hearing difficulties as much as possible. Procedures were set up to screen students for speech, hearing, and visual problems and to advise parents as to need for special medical attention.

Many students were helped immediately through various therapy drills and exercises. Students overcame various types of speech impairment and gained confidence which permitted them to achieve at a higher level in other academic areas.

Tests used: Goldman, MAT, Peabody, Templin-Dorley

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
416	509	416	544	37	18	6	0

No. Tested K-12 = 1,946

C. Learning Disabilities

The objectives of the Learning Disabilities component was to take special students who had problems such as dysgraphia, visual tracking, memory, physical problems, attention span short, hyperactive, poor study habits and auditory problems from the normal classroom situation and provide a laboratory situation for them a few hours each day in order to create a more personalized teaching situation. The majority of these students were experiencing severe difficulty within certain regular classes in maintaining a satisfactory achievement level. It appears that this approach has improved student self-reliance and attitudes toward school and toward studying.

There were 109 projects which had Learning Disabilities as a component in their Title I program.

Techniques utilized in instruction in the Learning Disabilities classes were highly individualized and included informal observation, individual work sessions, informal testing, group activities, regular conferences, as well as prescriptive techniques.

Tests used: Gates-MacGinitie, MAT, Stanford, Bender, Frostig, CAT, WISC, Peabody.

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
672	773	642	216	125	22	8	10

No. Tested K-12 = 2,468

D. Underachievers

There ware 71 projects with an underachiever component. These components are designed to give more individualized and personalized attention to students experiencing learning deficiencies in several academic areas. The students are kept in this component most of their school day since most of them cannot experience success in the regular classroom mainstream.

The major objective of this component is to assist children to achieve success to the highest degree to which they are able in all academic areas. This results in improved attitudes, more self-pride and a decrease in school dropouts.

Evaluators indicate that in 96.2% of the cases evaluated, significant changes occurred.

Tests used: Gilmore, CAT, Stanford, ITEB, Metropoliton, SRA, Gates-MacGinitie

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
576	781	422	122	93	42	15	4

No. Tested K-12 = 2,005

E. Remedial Mathematics

Several objectives seem prominent in the mathematics component of Title I projects. Some of the most prominent objectives were: increase the math achievement level by one grade level, increase the math computational skills an average of 5% for 90% of the participants, to teach students the basics of math, to develop pride and confidence in their work and to show students how math is useful in everyday life. The remedial math programs seem to provide an opportunity for disadvantaged students who tested very low in math to achieve at their own rate with specialized help.

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
1,275	1,636	1,267	469	378	192	119	27

1759

No. Tested K-12 = 5,363

F. Remedial Language Arts

Remedial Language Arts was a component in 49 projects. It was treated in most cases in addition to remedial reading and other activities relating to communication skills.

Student problems were diagnosed and programs of study were developed on an individual basis to develop communication skills in weak areas.

Tests used: CAT, Slosson, SRA, Stanford, Metropoliton

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
690	877	563	319	233	161	137	51

No. Tested K-12 = 3,031

G. Remedial Science

Remedial Science programs utilized numerous special materials and techniques which aided educational programs to meet special needs of students.

Science can be made very interesting for many students who have difficulty finding anything exciting about education. It can be a tool to create interest in reading, math, and other academic areas.

There were seventeen projects which included a science component. Evaluators indicated that 96.4% of the components made a significant improvement in the educational achievement of participants.

Tests used: CAT, SRA, ITED, Stanford, MAT.

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-Below
83	127	50	47	37	8	9	1

No. Tested 7-12 = 362

H. Special Education

A variety of types of Special Education classes are included in this component. Some of those included are EMH and TMR.

A total of 211 Special Education programs were conducted either fully or partially through the Title I project. In many cases the project involved several eligible attendance areas within a school district.

Individual instruction seems to be the most frequent method of instruction. Many efforts were made to test students individually and select materials and instructional patterns relevant to the students' interest, needs and abilities. Progress is measured individually and if progress is noted it generally occurs in the areas of improved interpersonal relations with peers, teachers and staff; more expressed interest in developmental tasks; increased dependability on work assignments; and improved reading skills.

Test Data by Gain or Loss In Grade Equivalent Units

Gains				Losses			
0.0-0.5	0.6-1.1	1.2-2.0	2.1-Above	0.0-0.5	0.6-1.1	1.2-2.0	2.0-Below
1,508	1,308	709	277	193	81	40	35

No. Tested K-12 = 4,151

I. Guidance and Counseling

The component of counseling was provided in 12 programs as a supportive activity. Students enrolled in ESEA Title I instructional activities received the benefit of these services. The counselors provided support to the instructional program by assisting the participants in social, educational and emotional adjustments.

The value of the counseling and guidance may become more evident a few years hence as students begin to find their place in society.

Several schools indicated an immediate benefit of this component with improved attendance patterns and fewer dropouts.

Objective data is difficult to obtain in this supportive activity, therefore we do not include data analysis statements.

J. Conclusions

Data reported in the preceding tables reflect significant gains in all Title I project components. Tabulation of data submitted by local educational agencies reveals that over 50 percent of Title I participants received services in communicative skills. This data further reveals that services rendered participants utilizing various delivery systems, including classes for the handicapped, underachievers, and learning centers, emphasize reading comprehension. A tabulation of achievement gains by students at various grade levels indicates that lower grade participants made significantly greater gains than upper grade participants.

V. PARENTAL INVOLVEMENT

Parental Involvement is an important component of Title I. Each local educational agency must involve parents in the planning, operation, and evaluation of their Title I program. This involvement is accomplished through the establishment of parent advisory councils whose majority of membership must consist of parents of children eligible to be served. PACs are kept informed as to the special educational needs of the children to be served and they participate in making recommendations on programs designed to alleviate these needs. Title I funds may be used for in-service training of parents.

During FY 75, LEAs reported 3,492 parents serving on PACs. They reported holding a total of 1,768 meetings for specific Title I purposes. Administrators reported that the PAC supplied information on parents' views of educational needs, participated in the development of the Title I programs, reviewed applications, made recommendations concerning programs and participated in program evaluations.

VI. IN-SERVICE TRAINING

The SDE staff has continually emphasized the need for LEAs to increase the number of in-service activities and to improve the quality of these services for teachers. LEAs reported a total of 1,706 in-service programs for their staffs during FY 75. This is an increase in the number of programs over previous years and we are very encouraged by the improvement. We believe the results of the increased in-service education activities are reflected in the improved quality of services being rendered to boys and girls in Title I activities.

A total of 582 Title I teachers were attending college taking courses designed to help them do a better job with disadvantaged children. One-hundred twenty one teachers were attending local classes for college credit. There were 1,468 teachers that attended workshops, ½ day or more, to study programs and delivery systems for Title I children. There were 70 teacher aides attending college and 491 were attending workshops designed to help improve their effectiveness.

VII. DISSEMINATION

Many forms of communication have been utilized in disseminating information to patrons regarding the ESEA Title I program. The form of communication depends to a great degree on the size of the community and the types of communication most assessible to the patrons of that community.

Some examples of types of communication efforts are:

A. Letters to parents of participants

B. Television - local programs

C. Local radio

D. Local newspaper

E. P.T.A. presentations

F. P.A.C. meetings

G. Education fairs

H. Local faculty meetings

I. School newspaper

STATE DEPARTMENT OF EDUCATION
Title I Section
Raymond Willingham, Administrator
Oklahoma City, Oklahoma

School Year
1974-75

ANNUAL EVALUATION SUMMARY

For Title I of P.L. 89-10 (Elementary and Secondary Education Act of 1965)

Project Number _____

Legal Name of Local Education Agency (LEA)		Number of Children Participating in Title I (Unduplicated Count) _____	
Superintendent (Signature)		Number of Components _____	
Name of Evaluator		Title	
Address	City	County	Zip Code
Telephone Area Code	Number	Extension	

School Year Evaluations Due June 15, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oklahoma City, Oklahoma 73105

I. Project Component _____ Evaluation Method _____
Component Expenditure _____ Name of Instrument _____
Number of Certificated Staff for this Component (FTE) _____
Number of Non-Certificated Staff for this Component (FTE) _____

Grade Level	No. of Participants	Test Data By Gain or Loss in Grade Equivalent Units. Record the number of students making gains of losses in the appropriate column below, based on the difference in pre and post test data.							
		GAINS				LOSSES			
		0.0-0.5	0.6-1.1	1.2-2.0	2.1-above	0.0-0.5	0.6-1.1	1.2-2.0	2.1-below
Total									

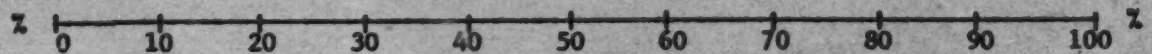
II. A. State the major objective of this component.

B. List measures applied to determine whether this component's objectives were met.

C. Rate the degree to which evaluation data reveals this objective was met.

27

28



D. List specific activities to which the achievement of the objectives of this component may be attributed.

III. Conclusions and Recommendations

Make a brief statement of: (1) Data Treatment, (2) Conclusions, and (3) Recommendations about each component of your project. Use additional pages if necessary.

Format: Component Name _____

1. Data Treatment:

2. Conclusions:

3. Recommendations:

IV. Parent Advisory Council

(A.) Number

_____ People who participated on PAC

_____ Were parents of Title I participants

_____ Were parents of nonpublic school age children

(B.) YES NO What were the duties of the PAC? (Mark all that apply.)

_____ _____ 1. Supplied information on parents views of educational needs.

_____ _____ 2. Participated in the development of the Title I program.

_____ _____ 3. Reviewed Title I applications for current year.

_____ _____ 4. Made recommendations concerning the Title I program.

_____ _____ 5. Participated in Title I program evaluations.

_____ _____ 6. Other duties. (Specify.)

_____

_____

_____

(C.) How many meetings did the PAC have during FY 75? _____

(D.) The PAC has provided positive support and guidance in planning and conducting the Title I program. ☐ YES ☐ NO

V. Inservice Training Activities

	Number Participating (Title I Staff and Support Personnel)			Amount of Funds	
	Title I Teachers	Support Personnel	Teacher Aides	Title I	Other
1. Attended college classes					
2. Attended local classes for credit					
3. Attended workshop ½ day or more					
4. Visits to other programs or activities					
5. Other (Specify)					

VI. State Department of Education Assistance

A. How many times were you, your program or staff visited by the SDE Instructional Coordinator relating to Title I? _____

B. How many times were you visited by special monitoring teams or SDE representatives other than your Instructional Coordinator relating to Title I? _____

C. How many times have you written, called or otherwise requested information from the State Title I administrative staff? _____

STATE OF OKLAHOMA

Annual Evaluation Report

for

Programs for Neglected and Delinquent Children in State Institutions

Title I, ESEA

FY 1975

Name of State Agency: Oklahoma State Department of Education

Frank Hobbs
Authorized Representative

Frank Hobbs
Signature

Table of Contents

	Page
STATE OPERATIONS AND ASSISTANCE	1
PROGRAM DEVELOPMENT	2
EVALUATION SUMMARY	3
EXPENDITURES	4
LEA REPORTS	5

Neglected

L. E. Rader Center
Oklahoma Children's Center
Whitaker State Children's Home

Delinquent

Boley State School for Boys
Girl's Town
Helena State School for Boys

STATE OPERATIONS AND ASSISTANCE

Staff

The State Department of Education administrative staff of the ESEA Title I Section consists of the following numbers and classifications of personnel:

	FTE
Administrator	1
Deputy Administrator	1
Administrative Assistant	½
Coordinators	6
Auditor	1
Clerk Typist	2½
Secretary	1
Utility Office Worker	½
Summer Help	½

One coordinator is assigned to the State office and is assigned the responsibility of administrating the five programs for Neglected and Delinquent Institutions, as well as assisting in regular Title I programs. The SDE Title I staff performs the clerical and supportive services necessary to carry on these programs, along with other functions and services necessary with the other Title I programs.

PROGRAM DEVELOPMENT

The SDE Coordinator makes regular contacts with each LEA in program planning. Guidelines and Regulations from USOE are interpreted and passed on to the appropriate administrators in each LEA.

The SDE Coordinator meets with the project director from each LEA and makes recommendations and provides leadership in planning, implementing, and evaluating Title I projects. The sixteen SDE Instructional Coordinators are also available to serve the LEAs and provide technical assistance in all phases of the Title I project.

Applications and Guidelines are made available to the LEA before the fall opening of schools. The SDE staff aids the schools in filing the applications and making necessary reports regarding their project and approves the project. Each project has been monitored at least two times by the SDE Coordinator during FY 75 and one time by a representative of the USOE Regional Office.

The SDE attempts to communicate and cooperate with the Department of Public Welfare in planning and monitoring programs.

Each LEA administrator and/or project director is invited to attend all Title I meetings which relate to the Neglected and Delinquent programs.

Instructional Coordinators

Grady Brewster
Herman Bottom
James Broadhead
Ben Chapman
Jack Clifford
Luther Cooper
Hampton Crowder
Sherman Garrison
Joe Glover
Ed Huey
Victor Kehn
R.J. Maxwell
Guss Piguet
Warren Prater
Merrill Roberson
Robert Rolland
Hoyt Smith

EVALUATION SUMMARY

The SDE Coordinator developed an evaluation instrument which was used by each LEA to evaluate their project funded by ESEA Title I for FY 75.

A variety of programs have been developed and implemented based on identified needs of students. Various instruments were used to evaluate the programs. It appears that significant progress has been made in most programs.

Below is a list of activities and numbers of participants in each program:

Activity	No. of Participants
Language Arts	334
Home Careers	89
Vocational Shop	107
Remedial Reading	318
Summer School	823
Horticulture	22
Remedial Math	208
Remedial Social Studies	69
Special Education	69
Tutoring	63
Hygiene	36

EXPENDITURES

Neglected

School	74 C.O. Budget	FY 75 Budget
Taft- Oklahoma Children's Center	$ 6,276.00	$128,501.00
Pryor-Whitaker Home	16,776.00	93,043.00
*L.E. Radar Diognostic Center	.00	22,459.00
Total	$ 23,052.00	$244,003.00

Delinquent

School	74 C.O. Budget	FY 75 Budget
Boley Boys School	$ .00	$ 36,036.00
Tecumseh Girls' School	10,447.00	40,113.00
Helena Boys' School	10,310.00	63,389.00
Total	$ 20,757.00	$139,538.00

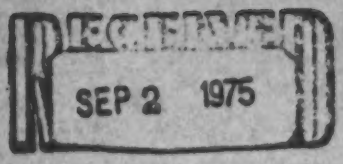
* L.E. Radar Center is a receiving center for all institutions. A complete case study is prepared for each student and this information is then passed on to the institution where they are assigned.

Due to the uniqueness of each program it appears that the best method of reporting progress is to make available the report submitted by each institution. Therefore, a copy of the evaluation report submitted by each institution is attached.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OLIVER HODGE MEMORIAL EDUCATION BUILDING

Oklahoma City, Oklahoma 73105



Neglected and Delinquent Programs
Annual Evaluation
FY 75 Project

Name of LEA Sand Springs Public Schools Kendall Thompson
Signature of Person Completing Report

Due Date - August 31, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, OK 73105

PART I

Activity Name Adaptive Social Skills Training

I. Objectives

See Attachment

II. Participants The adaptive Social Skills Training Program implemented in the Friendship Cottage at the L.E. Rader Center is an ungraded program. A total of 104 students (all boys) participated in the project. Average time spent by each student was two months. Ages of participants range from 9-15.

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)

Achievement cannot be quantified within the areas listed. A description of recognized achievements is attached.

III. Evaluation Instrument(s) Used

Refer to attached for discussion of instruments used and comparative studies included.

IV. Data Analysis

Refer to attached for an interpretation of data collected.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☒ 71-80% ☐ 81-90% ☐ 91-100% ☐

PART II

VI. Recidivism Statistics

Total number committed during project year. 104

A. Of these, the number recommitted. Not applicable

B. Of these, the number returned as parole violators. Not applicable

VII. Has Title I had an effect on reducing the recidivism rate? Explain. Identify and list affective changes noted in students.

The most appropriate measure for recidivism is the number of students who are taken out of the program and placed at Boley State School for Boys. During the base period of three months before the implementation of the project, seven students were withdrawn from the project. Staff reports for the entire twelve months period included in the 1974-75 evaluation indicate that only seven students were withdrawn and placed at Boley. Thus, a reduction of 75% in the rate of failure was achieved.

VIII. Inservice Training

A. How many of the Title I teachers and teacher aides participated in some type inservice training? 3

B. How many inservice activities were planned for Title I staff at your institution? Weekly conferences and other in-service planning meetings were held during the year.

IX. Summary and Recommendations

Please refer to attached narrative for complete evaluation and program appraisal. Conclusions and recommendations pertinent to each activity are discussed. The success of the 1974-75 project warrants a refunding for similar program efforts during the 1975-76 fiscal year.

Evaluation of
E.S.E.A. Title I - FY 1975 Project
Neglected and Delinquent Programs

Project Title - Adaptive Social Skills Training

Local Educational Agency Sand Springs Public Schools

Project Center L. E. Rader Diagnostic and Evaluation Center

Project Budget $22,459.00

Background:

Prior to the implementation of the Friendship Education program in April, 1974, the students housed in Friendship Cottage were under no unitized program of behavior modification, outside of that delineated for the campus as a whole. Generally speaking, the staff at the Rader Children's Center was not equipped to deal with primary school age students. That is, students were not presented with the unique kinds of support, structure, programming, and planning for full day activities commonly prevalent in a public school setting. As a result of enforced idle time, frustration levels were very low and students were generally misbehaving and engaged in physical destruction of furniture, clothing, personal possessions, as well as personal aggression.

The administration felt that a concentrated program of intense behavior modification was necessary, with implementation of such programs as soon as possible. During the five months ending in August of 1974, a project was begun with the support of E.S.E.A. Title I to provide structured social activities to the children in the Friendship Cottage with the expressed intent of adapting or reducing behavioral aggression to a more moderate or appropriate level of acceptability. The success of this endeavor demonstrated that the project was an effective effort in reducing behavioral aggression and that its continuation was essential.

The design of the project does not fit a traditional instructional model since all primary objectives of the project involve the modification or alteration of unacceptable behavioral traits. Therefore, standard measures or evaluation procedures cannot be used to assess the project's achievements. Expert appraisal and judgements by professionals in the field of social services and behavioral sciences are regarded as the only effective instruments for determining student improvement. This report will include evaluations by both educational staff, social service workers, and psychologists.

Personnel:

During the 1974-75 academic year, the Friendship Education Program continued to be a function of the Friendship Cottage Committee with major responsibilities for implementing routine daily functioning assigned to the Title I - three teacher team of Lorene Chapman, Sherry Coleman, and Connie Creager. The Youth Guidance Specialists and Social Workers continued to be available as needed to counsel with a particular student or to segregate the student from the group when this action warranted. Daily off-campus activities always included a minimum of one Youth Guidance Specialist and, when available, personnel from the Recreation Department as well as the Teachers. Rarely have teams worked as closely as the three teachers mentioned above in planning daily activities.

Personnel (Continued

Other Friendship Cottage Committee personnel are Marilyn Livengood and Don Hoover - Social Workers, and David McGrew, Jeannie Ridens, Eddye Smallwood, Christine Hamilton, Carole Bricker, Lonnie Davis - Youth Guidance Specialists. While each plays an important role, these individuals usually supplement the planned efforts of the teachers.

Students:

During FY 75, there were 104 full time students involved in the Friendship Education Program. Additionally, there were other students who are not counted due to the brevity of their stay and the minimum contact time. All of these students have been boys due to the nature of the cottage approach. There continues to be no girls involved even though there have been a few who were of the appropriate age and emotional instability to need such an approach. This absence is again due to the program location and professional opinions that mixing students would not be in the students best interest. Of the 104 boys, the fundamental characteristics common to all is that of poor social and emotional behavior with concurrent loss of effectiveness within the educational program offered by their home school and that of the Lloyd E. Rader Children's Center. Average stay in the project for each student was two months. Students are subsequently placed in other educational programs outside the Rader Center.

Discussion:

Due to the diagnostic nature of the Center and the limited duration of evaluation stay, little academic progress can be measured. Such progress was never intended to be measured in the Friendship Education Program and none has been attempted. During each student's stay, he is tested by a number of instruments through the various professional departments. These instruments are evaluative/diagnostic in nature and are not intended for pre and/or post commitment analysis.

Original planning for the project was based on formal behavior modification theories and was aimed directly at training the involved in adaptive social skills, with primary emphasis on cooperation and socialization. There were six (6) original objectives in the FY 74 project. (These were discussed in previous evaluations.)

As a guide for the 1974-75 project activity, five specific objectives were proposed. Some of these had been used previously and there was clear evidence that they provided an accurate measure of the project's impact and direction. The five objectives proposed were as follows:

1. Having been taught adaptive and interpersonal skills, sixty percent (60%) of the participating students will demonstrate less aggressive and anti-social behaviors as determined by social and psychological staff reports.

2. Having been provided training in meeting and coping with various social situations, sixty percent (60%) of the participating students will demonstrate a willingness to enter counseling sessions, group interchanges, or role playing activity as viewed by the professional staff.

3. Having been provided training in communication skills, fifty percent (50%) of the participating students will demonstrate a greater willingness to discuss their problems and personal failures with the professional staff.

Discussion (Continued)

4. Following a series of activities, students participating in this project will display a knowledge of body spatial relationships by completing a test assessing such items as direction, location, speed, placement, and psychomotor dexterity with eighty-five percent (85%) accuracy.

5. Having been taught various social skills, courtesies, and graces, students will demonstrate a knowledge of appropriate social behavior by either participating in an assigned social activity or describing a social situation and the appropriate behavior to the satisfaction of the teacher.

Evaluation By Objectives:

A discussion of the above objectives and the extent to which they are viewed as being realized or not follows:

Objective #I:

Two measures were used to determine the reduction in aggressive behavior exhibited by the participants. No precise indicator of aggressive behavior or lack thereof is known. In fact, the definition or identification of aggressive behavior itself is unclear. However, in the present setting, the two measures used provide some comparison with previous examples of unacceptable behaviors.

a. A comparison of commitments to the state training school with that of prior years is one index. During the base period of April through June, 1974, seven boys were removed from the Friendship Program and placed in the Boley State School for Boys. Records from the past twelve months ending in June of 1975 indicate only seven commitments. Therefore, a reduction of 75% in serious failures was realized. The project appears to be holding more students for longer exposure periods.

b. A comparison of the number of participants assigned to the Gemini Cottage for security purposes with those of the previous year is a second indicator.

The following statistics comparing commitments to the Gemini cottage over the past twelve months ending in June of 1975 with commitments made during the three months base period April through June of 1974 reveal a significant improvement. In comparison with the base period where there were 112 admissions to Gemini, there is a significant reduction in the rate of commitment. There were 120 admissions to Gemini during the entire twelve months of FY 75. This is a monthly average of 10.0 admissions as opposed to a base period monthly average of 37.3. The rate of commitment for aggressive behavior has been reduced by over 73 percent.

The following chart shows that a minority of the students have accounted for a majority of Gemini admissions. The numbers in Column B often reflect the same boys from month to month.

Chart A
Month by Month
Gemini Admissions

	Total Days Detained	Different Boys Admitted	Total of Admissions	Average Length of Stay
July 74	63	22	27	2.33 days
August 74	36	6	10	3.60 days*
Sept 74	19	5	9	2.11 days
Oct 74	22	7	10	2.20 days
Nov 74	14	6	7	2.00 days
Dec 74	15	9	11	1.36 days
Jan 75	24	8	11	2.18 days
Feb 75	36	9	10	3.60 days*
March 75	21	6	9	2.33 days
April 75	13	7	8	1.63 days
May 75	13	4	7	1.86 days
June 75	1	1	1	1.00 days
TOTAL	277	90	120	2.18 days

*These months reflect longer stays due to serious AWOL's.

Chart B shows that, as the team becomes more proficient in planning behavior modification techniques and counseling with students, the monthly rate of admissions drops, and that the students have stabilized to the extent they are able to carry over their new behavior through the weekends. In the base period, 68 percent of the admissions were on Saturday and Sunday. Currently, only 35.8 percent of admissions were on the weekends. While the percentages seem out of balance, the total number of admissions are much lower.

Chart B
Day of Week Admissions to Gemini
By Month

Month	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Admissions
July	5	2	2	1	4	2	11	27
Aug	2	3	0	1	0	4	0	10
Sept	1	1	1	4	0	1	1	9
Oct	0	1	1	4	0	1	3	10
Nov	3	1	1	0	1	1	0	7
Dec	1	1	1	2	3	3	0	11
Jan	1	1	1	2	3	3	0	11
Feb	1	0	4	2	1	2	0	10
March	1	0	2	1	1	1	3	9

Chart B (Continued)
Day of Week Admissions to Gemini

By Month

Month	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Admissions
April	4	0	0	1	1	1	1	8
May	1	2	1	2	1	0	0	7
June	0	1	0	0	0	0	0	1
TOTAL	19	13	14	21	13	16	24	120
PERCENT	15.8	10.8	11.7	17.5	10.8	13.3	20.0	99.9%*

* due to rounding to one place only, percentage does not total 100%

Conclusions:

Using these two measures as an indices for reduction of agressive behavior, it is apparent that objective #1 has been achieved. In addition, many positive behaviors have been identified which cannot be treated in a collective or statistical sense. Such behaviors include independent play, cooperative sharing, attentiveness, and enthusiasm for assigned tasks. In general, the project has not only reduced unacceptable behavior at the desired levels proposed in the objective, but also has produced some positive behavioral changes in the participating students.

Objective #2:

The project planners hypothesized that as aggressive behaviors declined there would be a corresponding willingness on the part of the participating students to respond to group counseling sessions, group interchange and role exchange or clarification activities.

In this area, the project appeared to produce no measurable improvement. The project staff and youth guidance specialists have tried to hold cottage meetings to bring out feelings, relations, personal opinions, and better understanding. Unfortunately, these efforts have been counter-productive, causing even more dissention and disruption among the boys due to their profound emotional disturbances and interpersonal inadequacies. Extremely limited benefits have been found in a few situations and absolutely no recognizable benefits to students below the age of 12 years.

Conclusion:

It is recommended that such purposes not be considered in future projects since the immaturity of the participants and the short period of their stay in the project do not provide a sufficient opportunity for the participants to internalize the behavior desired.

Objective #3:

This objective rests on a similar premise as that underlying Objective #2. However, whereas Objective #2 predicted that participants would become more responsive to group counseling efforts, Objective #3 foresees an improvement in private and personal interchange with counselors.

Objective #3 (Continued)

That there has been a significant improvement in the response of participating students to the staff and social workers can be documented. Prior to the implementation of this project much counseling time was spent in an attempt to offset aggressive reactions by students including suppression of such behaviors as fighting, overt attacks on others, and stealing. During the twelve months of this project, such physical violence has mainly been replaced by nonphysical verbal attacks. While cussing, lying and general misbehavior still are prevalent, the seriousness of such behavior has significantly diminished and occurs chiefly among the delinquent students. The positive interpersonal relationship among the boys has increased to the point where social workers and other staff are finding it possible to involve each boy in meaningful discussions of individual and personal problems rather than devoting all the counseling time to student complaints and fearful comments about negative activities in the cottages.

Allied very closely with this major objective has been increased emphasis on social understanding of and personal empathy for those students with noticeable disabilities. In fact, this emphasis on socialization is the singular, primary aim of the program as it has evolved. Much emphasis has been placed on positive communications skills, especially in reducing the amount of negative and foul language used by the boys in cottage. Cussing has been a way of life for many of these students, especially those who are small and/or weak physically. The Friendship Education Program has not been able to completely end this cussing, but it has helped reduce the amount and seriousness of it by teaching alternative methods of reducing tension and anxiety. The rate of cussing is still especially high for the individual student during his initial placement and week on the cottage but tapers off with his extended stay in the program.

Conclusion:

While no baseline data was available in this area, a subjective evaluation was made by the Friendship Program personnel. It was their opinion that significant improvement had been made toward reaching this objective. Exact quantification of the results in this area was impossible; however, professional judgement reveals that at least thirty percent (30%) of the students had shown improvement in the area of interpersonal communication skills.

Objective #4

During the 1974-75 school year, the Friendship Education Program staff spent much time in teaching appropriateness of dress for certain occasions, appropriate care of clothing, selection of clothes for certain occasions, and color coordination. Positive verbal reinforcement was also used to maintain observed progress for each child. In addition, students were taught increased self reliance, self awareness and body spatial concepts. Methodology used involved activities with jump ropes, tumbling mats, ball games, and special obstacle courses with emphasis on laterality and directionality.

Conclusion:

It was projected that students participating in this project would be able to display a knowledge of body spatial relationships at the eighty-five percent (85%) level of accuracy. The observations of the evaluators, both objective and subjective, indicate that this end was not reached. Staff reports indicate that approximately sixty percent (60%) did reach the desired level and left the project with an improved self image and body spatial awareness. This objective is presently being reviewed for possible revision next year in order to establish achievement criteria which are more realistic.

Objective #5

In planning for the implementation of this objective, it was decided that boys who could demonstrate acceptable table manners, conduct themselves acceptably in the cottage for three successive days and who remained from under any type of restrictions during that time would be allowed to demonstrate their newly gained skills by eating with the staff in the cafeteria for the noon meal. During the year, approximately 9 boys per month earned this opportunity. Comments by staff involved with the project continue to be positive and the students have been requested to return.

Conclusion:

It is the opinion of the staff that definite progress is being made in the area of social competency. With the establishment of additional positive reinforcement procedures and status supporting activities, students will develop a broader knowledge of appropriate social conduct and demonstrate an acceptance of commonly accepted skills and courtesies.

Summary:

The continued positive atmosphere of the cottage can be seen by Administration and staff in the definite decrease in the dollar amount of physical destruction to institutional property and grounds. Students cursing, uncontrollable temper tantrums, gross defiance, and physical abuse have been lessened measurably through the efforts of the three teachers, and their planning, handling, and implementation of the students involved in the Friendship Education Program. Actual dollar figures for replacement of deliberately destroyed material can not be accurately figured (by current book-keeping methods) but are known to be quite small due to the few work order/repair requests submitted to the Maintenance Department.

That the Friendship Education Program is meeting the expectations of its original intents seems well documented; therefore, continuation of funding is requested as a result of this program evaluation. Friendship Education Program is a total team approach to socializing and developing boys between the ages of 5 and 15. Therefore, it requires a total approach to life, not just an academic approach. The personnel involved in Friendship Education Program have developed into a smooth functioning team.

As outlined in the project proposal, a personal observation from the psychologist and the working staff will be considered as expert assessments. Attached is an appraisal of the Friendship Program project by Dr. James Lee, Psychologist.

The Friendship Education Program evaluation was coordinated and submitted by Ray Merchant, Supervisor of Education, the Lloyd E. Rader Children's Diagnostic and Evaluation Center in conjunction with Gary W. Hunt, Administrative Assistant, David A. Shafer, Superintendent of The Lloyd E. Rader Children's Diagnostic and Evaluation Center, and Wendell A. Sharpton, Director of Instruction for the Sand Springs Schools.

DEPARTMENT OF INSTITUTIONS, SOCIAL AND
REHABILITATIVE SERVICES
(Department of Public Welfare)
STATE OF OKLAHOMA
Lloyd E. Rader
Children's Diagnostic and Evaluation Center
P. O. Box 399
Sand Springs, Oklahoma 74063

August 6, 1975

Dr. Wendell Sharpton
Director of Instruction
Sand Springs Public Schools
Sand Springs, Oklahoma 74063

Dear Dr. Sharpton:

Mr. Ray Merchant, principal at the Lloyd E. Rader Children's Diagnostic and Evaluation Center, has asked me to assess the Friendship Education Program at the Rader Center. I understand this evaluation is required under provisions of E.S.S.A., Title I, for July, 1975.

Essentially, the Friendship Education Program is a major credit to the Sand Springs School System, to the Rader Center, and to the personnel operating it. This highly structured teaching is one of the more unique programs this particular writer has witnessed. It has effectively modified and managed highly deviant behavior from the children to the extent that the children are more able to grasp educational material presented and better get along in society.

However, the strength of the program lies in the persons running it. All are highly creative, imaginative, and flexible persons interested in quality education. These persons have a thorough understanding of the learning requirements of the emotionally disturbed child and are able to implement theoretical ideas into practical pragmatic actions.

From a psychological standpoint alone, funding should definitely be continued for this program. If you have any further questions, please do not hesitate to call or write.

Sincerely yours,

James M. Lee, Ph.D.

James M. Lee, Ph.D.
Clinical Psychologist

JML:syc

75-ESEA-I-9-N & D

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OLIVER HODGE MEMORIAL EDUCATION BUILDING

Oklahoma City, Oklahoma 73105

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SEP 22 1975

Neglected and Delinquent Programs
Annual Evaluation
FY 75 Project

Name of LEA Oklahoma Children's Center
Moton, Dist. I-17

E. W. Davies
Signature of Person Completing Report

Due Date - August 31, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, OK 73105

PART I

Activity Name Remedial Reading

I. Objectives

1. 75% of participants will show a gain of one grade level in one school year.
2. 90% of participants will identify all cousonant and vowel sounds orally and in print b y first 6 weeks.
3. 90% of participants will be able to identify and pronounce a new word by sounding out this Component by end of 1st semester.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7-9	52	1	15	27	9
10-12	39	4	31	5	3

III. Evaluation Instrument(s) Used

WRAT
Teacher made Test

IV. Data Analysis

Test were given by counselors at the beginning of year to determine the standing of each child. The test results were used by teachers to group students, giving individual attention to certain groups. The teacher gave self made test each four weeks to determine progress of each. It was agreed that students were able to comprehend their assignment, worked well with other students.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☑ 91-100% ☐

PART I

Activity Name Remedial Math

I. Objectives

1. 90% of all students enrolled will accurately be able to add, subtract, multiply and divide whole numbers.
2. 80% of all students will accurately be able to multiply and divide whole numbers plus add and subtract multiply and divide fractional numbers.

II. Participants

3. 60% of students will be able to do all the previous operations plus comprehensively be able to implement the solving and use of decimals, percent in class.

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7-9	89	6	71	12	-0-
10-12	50	9	[illegible]	6	2

III. Evaluation Instrument(s) Used

M.A.T. and Teacher made test

IV. Data Analysis

Test results were made available to instructors who in turn grouped students according to abilities. The students were then given individual instruction and were given teacher made test each 6 weeks. By the end of first semester the instructor made adjustments in their presentation and materials which seemed to help the student comprehend and follow directions better than before.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name Personal Hygiene

I. Objectives
90% of participants will acquire proper knowledge so enable them to dress properly, care of hair and cleanliness.
80% will acquire proper knowledge to effectively use health aids and first aid.

II. 60% will know the value of proper foods and their intedded uses.

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7-12	36	1	24	7	4

III. Evaluation Instrument(s) Used

Teacher observation.
Teacher made test.

IV. Data Analysis

Teacher test and comments filed in counselors office showing progress, attitude etc.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Remedial Summer Term

I. Objectives

Students arriving late at the institution and those who did not show proper gain during regular term will be given special attention so they may be able to carry regular classes during next school year.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7-12	186	6	163	14	3

III. Evaluation Instrument(s) Used

Teacher made test- teacher observation

IV. Data Analysis

At the beginning of summer term it was known that the students were lacking in. Therefore, the students were placed in subjects that would possibly bring them up-tp standard. It was hoped that thede students will start the new school year on an equal basis ofregular students. Teacher made test were given to counselors for filing and future use. It appeared students made significant gains in this remedial program.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART II

VI. Recidivism Statistics

Total number committed during project year. 512

A. Of these, the number recommitted. 166

B. Of these, the number returned as parole violators. 166

VII. Has Title I had an effect on reducing the recidivism rate? Explain. Identify and list affective changes noted in students.
Students who were in projects for a period of five (5) months or more received more than normal benefit from same, However, those students who were here only for a short period naturally did not. Since those are the students recommitted usually. We cannot state that the T-I has helped to reduce the recidivism rate.

VIII. Inservice Training

A. How many of the Title I teachers and teacher aides participated in some type inservice training? 15

B. How many inservice activities were planned for Title I staff at your institution? 2

IX. Summary and Recommendations

All programs presented were classed as benifical to the students from the standpoint of subject, ability to comprehend, get along with others, study' habits, respect for teacher and other students. Therefore, it is felt the program has ben successful and recommend it's continuance.

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75-ESEA-I-9-N & D

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OLIVER HODGE MEMORIAL EDUCATION BUILDING

Oklahoma City, Oklahoma 73105

Neglected and Delinquent Programs
Annual Evaluation
FY 75 Project

Name of LEA Pryor Public Schools I-1

Don Wilbanks
Signature of Person Completing Report

Due Date - August 31, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, OK 73105

PART I

Activity Name Remedial Reading

I. Objectives

Upon completion of the Remedial Reading project a majority of the students will gain at least one grade level in reading during the 1974-1975 school year.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Sp. Ed.	42	1	15	23	3
5	15	1	8	4	2
6	30	0	12	15	3
7	33	1	14	16	2
8	17	0	8	9	0
9	19	1	5	13	0

III. Evaluation Instrument(s) Used

Nelson - A and B
Gates MacGinite
Slosson Oral
Wide Range

IV. Data Analysis

The above data was based on the test results and evaluation of the teacher.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Language Arts

I. Objectives

Upon completion of the Language Arts course during the 1974-1975 school year, a majority of the students will gain at least one grade level in Language Arts as measured by the SRA Assessment Survey.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
8	107	2	21	30	54
9	158	7	23	35	93

III. Evaluation Instrument(s) Used

SRA Assessment Survey
Teacher Opinion

IV. Data Analysis

Only 57 of the 265 language arts students were in school for both the pre-test and post-test of the SRA Assessment Survey. 27 of these 57 students showed gains of 1 year or more.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name Special Education

I. Objectives

Upon completion of the Special Education course each child will develop to his potential.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Ex. I	25	0	8	13	4
Ex. II	19	0	1	7	11
Ex. III	25	3	5	10	7

III. Evaluation Instrument(s) Used

Gates MacGinites
Nelson
Wide Range

IV. Data Analysis

The above data was teacher evaluation based on the above test results and observation of student progress in the classroom.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name Pre-Vocational Wood Shop

I. Objectives A majority of the students will demonstrate: (1) the ability to operate common wood working machinery. (2) an understanding of the machines and their jobs. (3) a basic math that has to be done in the wood laboratory.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Sp. Ed		0	10	8	0
8		0	0	9	2
9		1	1	19	11

III. Evaluation Instrument(s) Used

Teacher made tests
Student progress and work as individuals
Group projects as evaluated by the teacher

IV. Data Analysis

The above data was teacher evaluation based on teacher made tests and and observation of student progress.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name Pre-vocational Metal Shop

I. Objectives A majority of students will be able to demonstrate : (1) the ability to operate and care for welding machinery and equipment. (2) be able to recognize joint designs and run satisfactory beads in different positions. (3) the knowledge of employment opportunities in the field of welding. (4) the ability to understand small

II. Participants engines. (5) ability to do small electrical wiring.

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Sp. Ed.	16	1	1	12	2
9	30	0	6	14	10

III. Evaluation Instrument(s) Used

Teacher made tests
Teacher evaluations of student progress in metal work

IV. Data Analysis

The above data was teacher evaluation based on teacher made tests and observation of student progress.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name Building Management Housekeeping Careers

I. Objectives A majority of the students will be able to : (1) Chart goals, evaluate self characteristics and analyze a job. (2) Demonstrate knowledge of children and child care. (3) Demonstrate knowledge of foods. (4) Demonstrate knowledge of housekeeping and cleaning. (5) Demonstrate knowledge of personal finance.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Sp. Ed.	11	0	3	7	1
9	78	0	2	44	32

III. Evaluation Instrument(s) Used

Teacher made tests
Teacher opinion

IV. Data Analysis

Student evaluation sheets were completed by teacher showing the following information on each student: age, grade, date entered, date terminated, reason for termination, teacher evaluation at beginning and ending, maturity, progress, and remarks.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Remedial Reading (Summer School)

I. Objectives

1. To improve reading skills of all students.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Sp. Ed.	27	1	17	9	0
5-6	7	0	6	1	0
7-8	9	0	2	3	4
9	19	0	8	11	0
10-12	8	0	4	4	0

III. Evaluation Instrument(s) Used

Gates MacGinites
Nelson
Teacher made tests

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Language Arts (Summer School)

I. Objectives

1. To raise the Language Arts level of all students.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7	14	1	0	8	5
8	21	0	7	7	7
10-12	13	0	2	5	6
Sp. Ed.	7	0	1	3	3

III. Evaluation Instrument(s) Used

1. Teacher made tests
2. Teacher observations
3. Student reaction

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress in the classroom.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Pre-vocational Shop (Summer School)

I. Objectives

1. To improve skills in woodworking and metal working in all students.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
Sp. Ed.	10	2	2	6	0
9	18	1	4	9	4
10-11	6	0	1	3	2

III. Evaluation Instrument(s) Used

1. Teacher made tests
2. Teacher observations
3. Student reaction

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress in the classroom.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name Math (Summer School)

I. Objectives

1. To raise the math level of all students.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
5-6	12	0	0	6	6
7	15	1	3	4	7
8	22	0	6	8	8
9	49	6	13	11	19
10-12	21	0	2	8	11

III. Evaluation Instrument(s) Used

1. Teacher made tests
2. Teacher observations
3. Student reaction

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress in the class room.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Science (Summer School)

I. Objectives

1. To improve the understanding in the area of science for all students.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7	11	0	6	5	0
8	28	0	6	13	9
10-11		0	7	8	8

III. Evaluation Instrument(s) Used

1. Teacher made tests
2. Teacher observations
3. Student reaction

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress in the classroom.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Social Studies (Summer School)

I. Objectives

1. To improve understanding in the area of Social Studies for all students.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7	13	0	1	8	4
8	27	0	4	11	12
9	60	0	4	38	18
10-12	17	5	4	7	1

III. Evaluation Instrument(s) Used

1. Teacher made tests
2. Teacher observation
3. Student reaction

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress in the classroom.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Consumer Ed. (Summer School)

I. Objectives

1. To improve skills in home economics related areas.
2. To help students see themselves and their school in a more positive light.
3. To help students have a smoother transition into the next grade.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
9	28	0	12	14	2
10	10	0	3	4	3

III. Evaluation Instrument(s) Used

1. Teacher made tests
2. Teacher observations
3. Student reaction

IV. Data Analysis

The above data was teacher evaluation based on test results and observation of student progress in the classroom.

ow successful was this activity in meeting the objectives stated in ection I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

Summer School Summary

Summer 1975

The Whitaker School conducted an eight week session (June 2-July 25) for all students who live on the Whitaker Campus. The school day ran from 8:00 am to 3:00 pm. The program included non-credit study for the fifth, sixth, seventh, eighth and ninth grades plus three special education classes. Shop classes in both metal and wood were offerred for credit and non-credit on the junior and senior high level. A specialized reading program was included in the curriculum and this instructor worked with students of all ages. Non-credit art classes were also provided for all ninth grade students.

Our credit courses this summer were: English II & III, ecology, home economics II, American history, consumers math and general shop. Field trips in home economics included Frankoma Pottery, Cherokee Togs (clothing manufacturers), Parade of Homes in Tulsa, McCartney Food Store, and the American Bank of Oklahoma. The ecology classes were involved in local field trips which included farm ponds and creeks for an ecological study of each. Field trips for bird study and farm land erosion were also included. Various classes made visits to the campus meat processing plant during the Thursday and Friday butchering and processing hours.

The library and media center was again open full time for all students as a research and study center.

New additions to our curriculum were consumers math and current events (which included comprehensive newspaper study).

We are hopeful that a typing for improvement course can be added to the 1976 summer program.

June 2, the first day of summer school, the enrollment was 182. July 25, the last day of summer school, our enrollment was 175. The total number of students enrolled during the summer was 250.

PART II

VI. Recidivism Statistics

Total number committed during project year. 388

A. Of these, the number recommitted. 98

B. Of these, the number returned as parole violators. NA

VII. Has Title I had an effect on reducing the recidivism rate? Explain. Identify and list affective changes noted in students.

The goal of this project was to satisfy the cognitive and affective learning disabilities of the disadvantaged and to improve their self concept. It is our opinion that those students realizing this goal will more nearly adjust to their home situations and will therefore have little reason to be sent back to Whitaker.

VIII. Inservice Training

A. How many of the Title I teachers and teacher aides participated in some type inservice training? 11

B. How many inservice activities were planned for Title I staff at your institution? 2

IX. Summary and Recommendations

About 95% of the students at Whitaker State Home fit into the category of educationally deprived. The population is so mobile that it is extremely difficult to measure objectively the progress of the students. It is the recommendation of the teachers, administration, and social workers that the following components be continued: (1) Language Arts, (2) Remedial Reading, (3) Building management Household careers, (4) Pre-vocational Metal Shop, (5) Pre-vocational wood shop, (6) Special Education, (7) Summer school program.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OLIVER HODGE MEMORIAL EDUCATION BUILDING

Oklahoma City, Oklahoma 73105

RECEIVED
SEP 10 1975

Neglected and Delinquent Programs
Annual Evaluation
FY 75 Project

Name of LEA Boley State School

W. Taylor
Signature of Person Completing Report

Due Date - August 31, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, OK 73105

PART I

Activity Name SUMMER SCHOOL

I. Objectives

To aid students in the educational process by providing the necessary individualized instruction and to promote greater independence; thereby improving students' self image so he may be able to advance at least .5 to 1 grade level.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
6th	5		5		
7th	12	1	11		
8th	14		14		
9th	24		24		
10th	8		8		

III. Evaluation Instrument(s) Used

Testing services of Achievement, Diagnostic, and Ability test. Teacher made test and instructional materials.

IV. Data Analysis

Our Summer program is designed to help each student to learn a variety of basic skills on an individual basis. Each student is assigned work according to his own needs and test results. The teachers are able to give individual help to each student with the help of aides. Audio Visual aids are used in classes giving the students greater independence.

Records, test and teacher observation show the majority of students are far below average. Summer School is an essentail aid for these students who enter late or have some other deficiency.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name TUTORIAL AIDES

I. Objectives

To provide and locate materials as they are needed by students and teachers.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
6th	5		5		
7th	12	1	11		
8th	14		14		
9th	24		24		
10th	8		8		

III. Evaluation Instrument(s) Used

Check Sheets of work assignments.
Teacher Observation

IV. Data Analysis

The aides assist the teachers in identifying specific instructional materials and operates equipment.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART I

Activity Name TEACHERS (Reception and Detention)

I. Objectives

To provide educational instruction for students in detention and reception in order for them to keep pace with ongoing classes upon returning to regular classes.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
6th	8		8		
7th	25		25		
8th	23		23		
9th	26		26		
10th	16		16		

III. Evaluation Instrument(s) Used

Testing services both achievement and diagnostic; also ability.

IV. Data Analysis

The program for reception and detention has helped each pupil to make progress in basic skills in various subjects.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☒ 81-90% ☐ 91-100% ☐

PART II

VI. Recidivism Statistics

Total number committed during project year. 98

A. Of these, the number recommitted. 4

B. Of these, the number returned as parole violators. 0

VII. Has Title I had an effect on reducing the recidivism rate? Explain. Identify and list affective changes noted in students.

Title I has helped in bringing the student closer to the average and in preparing him to better fit into public school when returning home.

VIII. Inservice Training

A. How many of the Title I teachers and teacher aides participated in some type inservice training? 1

B. How many inservice activities were planned for Title I staff at your institution? 1

IX. Summary and Recommendations

Our Basic Education Program is designed for individualized instruction. The teacher-pupil ratio is conducive to the desired pupil achievement. The Aides provide us with additional assistance in helping students in our learning procedure.

We therefore recommend the continued use of Reception, Detention Teacher and Tutorial Aides during our regular and summer sessions.

RECEIVED
AUG 26 1975

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OLIVER HODGE MEMORIAL EDUCATION BUILDING

Oklahoma City, Oklahoma 73105

Neglected and Delinquent Programs
Annual Evaluation
FY 75 Project

Name of LEA Tecumseh Schools
Girls' Town

Signature of Person Completing Report

Due Date - August 31, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, OK 73105

PART I

Activity Name Summer School

I. Objectives Completion of teacher-developed objectives for credit qualification and gain of one-half or more grade level in reading, computational, and work study skills.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
9	35			X	
10	37			X	
11	19				X
12	11			X	

III. Evaluation Instrument(s) Used

1. The Wide Range Achievement Test
2. Otis Quick Scoring Mental Ability Test—Form C
3. Teacher prepared tests

IV. Data Analysis

Pre- and post-test differences on the Wide Range Achievement Tests indicated that 70% of the participants gained one or more grade level in Math and that 75% gained one or more grade level in reading. Teacher prepared tests indicated approximately 95% of students passing. See attachment for further evaluation.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

SUMMER SCHOOL ATTACHMENT

Twelve full-time teachers taught regular summer school classes to 102 students who earned a total of 216 credits. Most of the credits earned were in subjects which the students had failed to complete or had completed unsuccessfully during previous terms of school enrollment. Emphasis was placed on the seven and one-half unit block of required courses, but electives were also offered in variety sufficient to enable students to build overall credit earning to levels corresponding to their chronological ages.

PART I

Activity Name Individual Studies

I. Objectives Make-up gain by educationally deprived students of one-half or more grade level in reading, computational and work-study skills, and fulfillment of teacher established objectives.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
9	57		X		
10	64			X	
11	37			X	
12	21			X	

III. Evaluation Instrument(s) Used

1. Otis Quick Scoring Test of Mental Ability—Form C
2. The Wide Range Achievement Test
3. Specially prepared Individual Studies Tests

IV. Data Analysis

Pre and post test differences on the Wide Range Achievement Tests indicated significant gains of students enrolled in individual studies over those not enrolled in individual studies. Teacher-prepared tests indicated more than 90% of students passing.
See attachment for further evaluation.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

INDIVIDUAL STUDIES ATTACHMENT

The equivalent of three full time individual studies teachers completed a total of 3960 hours tutoring 179 individual studies students who completed a total of 327 credits during the regular and summer terms of FY 1975. One of these teachers, Mrs. Perryman, was designated supervisor of the program, and was given the responsibility of upgrading courses and developing new ones as well as supervising activities already in progress. Another teacher, Mr. Rutters, accepted individual studies applicants, established contracts, assisted students, gave tests, and kept records. A third teacher, Miss Frederick, was assigned the job of tutoring students during afternoon and evening hours after the regular school day.

PART II

VI. Recidivism Statistics

Total number committed during project year. 234

A. Of these, the number recommitted. 56

B. Of these, the number returned as parole violators. 49

VII. Has Title I had an effect on reducing the recidivism rate? Explain. Identify and list affective changes noted in students.

A slight decline in recidivism was indicated for FY 1975. Upgrading of old individual studies courses and development of new ones appeared to strengthen student interest and self-esteem. Realization that educational goals could be accomplished renewed students' hope. Many complimentary statements were made by students about the programs, especially individual studies.

VIII. Inservice Training

A. How many of the Title I teachers and teacher aides participated in some type inservice training? 3

B. How many inservice activities were planned for Title I staff at your institution? 1

IX. Summary and Recommendations

Current Title I activities have been in progress since 1972 or longer and appear to have reached a high level of effectiveness. It is thus recommended that these activities be continued.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OLIVER HODGE MEMORIAL EDUCATION BUILDING

Oklahoma City, Oklahoma 73105

RECEIVED
SEP 4 1975

Neglected and Delinquent Programs
Annual Evaluation
FY 75 Project

Name of LEA Helena-Goltry Schools
(Helena State Training School)

Charles W Warthen
Signature of Person Completing Report

Due Date - August 31, 1975

Return 2 copies to:

Raymond Willingham, Administrator
Division of Compensatory Education
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, OK 73105

PART I

Activity Name Extended School Term

I. Objectives

To help boys complete required units of academic work, units that have been denied them because of their withdrawel from , or dropping out of Public Schools.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
5 - 12	213			X	

III. Evaluation Instrument(s) Used

Tests in areas which apply and achievement testing. Teacher made tests are also used in all areas.

IV. Data Analysis

Approximately 96% of our boys were able to earn at least two complete units of work during the extended term. It was possible for boys to complete all their work for the school year after enrolling late here or in the Public Schools. This would not be possible without the extended summer school term. We had two (2) boys complete High School this past summer. They would have had to go back to school this fall if we had not had this program.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☐ 91-100% ☒

PART I

Activity Name Horticulture

I. Objectives

To develop an expressed interest in the field of Horticulture by identifying various plants. By seeding, transplanting, and doing general work in our Horticulture department, 95% of the boys will be able to classify and identify various plants

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
7 - 12	22			X	

III. Evaluation Instrument(s) Used

Regular profeciency tests by the instructor. Follow-up after release.

IV. Data Analysis

Most of our boys leave here with an expressed desire to continue work in the field of Horticulture. Either further education or employment in this field. This could be considered almost 100% successful. It should be understood that our average stay here has dropped to 3½ months so our main objective is to begin training, hoping the boys are able to find employment or to continue training after returning to their home communities.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Remedial Reading

I. Objectives

To develop an interest in reading and to increase 75% of the boys level of reading by four-months. Also to eradicate defeatism in area of reading.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
5 - 12	71				X

III. Evaluation Instrument(s) Used

Reading tests and achievement testing. After a complete testing program and from two to three weeks stay in our reception center school program, the institutional staffing committee will place boys in this program if it is determined they need extra help in their reading skills.

IV. Data Analysis

We have found that most boys have after spending sometime in this reading program (3½ months) which was the average length of stay in our institution, were able to read 1.3 grade level higher. Also a greater interest in reading was definitely developed.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Remedial Language

I. Objectives

To correct weakness in English, writing, and spelling, and to eradicate defeatism in this academic area.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
5 - 12	69			X	

III. Evaluation Instrument(s) Used

Reading tests, Language tests, and Achievement testing. After a complete testing program and from two to three weeks in our reception school program, the institutional staffing committee will place these boys in the remedial language program if it is determined that they cannot do work appropriate

IV. Data Analysis for their level.

We have found that most boys have(after spending some time in this program) ability to do academic work on an average of about 1.5 higher than before Sixteen (16) boys were able to return to their regular classes after about two (2) months in this program.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Remedial Math

I. Objectives

To work with boys who are behind in basic math skills. To encourage and to develop an interest in basic math as it might apply to the average persons adult life.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
5 - 12	69			X	

III. Evaluation Instrument(s) Used

Math test and achievement testing. After a complete testing program and from two to three weeks in our reception center school program, the institutional staffing committee will place these boys in the remedial program after determining that they cannot do work appropriate for their age level.

IV. Data Analysis

We have found that most of the boys entered in this program do not have a basic math background. After more or less starting over with the boys in basic skills, they are able to gain confidence and progress very rapidly. 29% of the boys entered for a period of three and one-half months were able to return to a math class above the seventh-grade level.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART I

Activity Name Remedial Social Studies

I. Objectives

To develop an interest in current events, such as state, nation, and world problems. To expose them to some past history and to promote good citizenship.

II. Participants

Grade Level (1)	Number (2)	No Gain (3)	Some Gain (4)	More Than Normal Gain (5)	Much Greater Than Normal Gain (6)
5 - 12	69			X	

III. Evaluation Instrument(s) Used

Social Science tests, teacher made tests, reading tests and achievement testing. After a complete testing program and from two to three weeks in our reception center school program, the institutional staffing committee will place these boys in the remedial program if it is determined that they cannot do work appropriate for their age level.

IV. Data Analysis

We have found that most boys have after spending some time in this program are able to do academic work on an average of about two grades higher. 31% of the boys were able to return to the regular classroom situation after three months in this program.

V. How successful was this activity in meeting the objectives stated in Section I above?

0-10% ☐ 11-20% ☐ 21-30% ☐ 31-40% ☐ 41-50% ☐

51-60% ☐ 61-70% ☐ 71-80% ☐ 81-90% ☒ 91-100% ☐

PART II

VI. Recidivism Statistics

Total number committed during project year. 532

A. Of these, the number recommitted. 0

B. Of these, the number returned as parole violators. 34

VII. Has Title I had an effect on reducing the recidivism rate? Explain. Identify and list affective changes noted in students. Yes, because of the Title I Program, we are able to be much more flexible in scheduling boys in different programs. We are able to offer more variety in vocational classes, academic areas, and remedial work. The students received more attention because of smaller classes and the extended summer term. Most of these boys have failed in the public schools and are behind in their school work. Because of these programs, boys are able to go home with an expressed desire to continue their education and vocational training. The extended term has been a tremendous program in helping boys gain make-up work and extra credits that will apply towards their eventual high school graduation.

VIII. Inservice Training

A. How many of the Title I teachers and teacher aides participated in some type inservice training? 19

B. How many inservice activities were planned for Title I staff at your institution? 4

IX. Summary and Recommendations

We feel these programs should be continued, without them our entire treatment program would be greatly damaged. All programs were highly effective and definitely has assisted these boys to adjust to society and to re-enter public schools.